

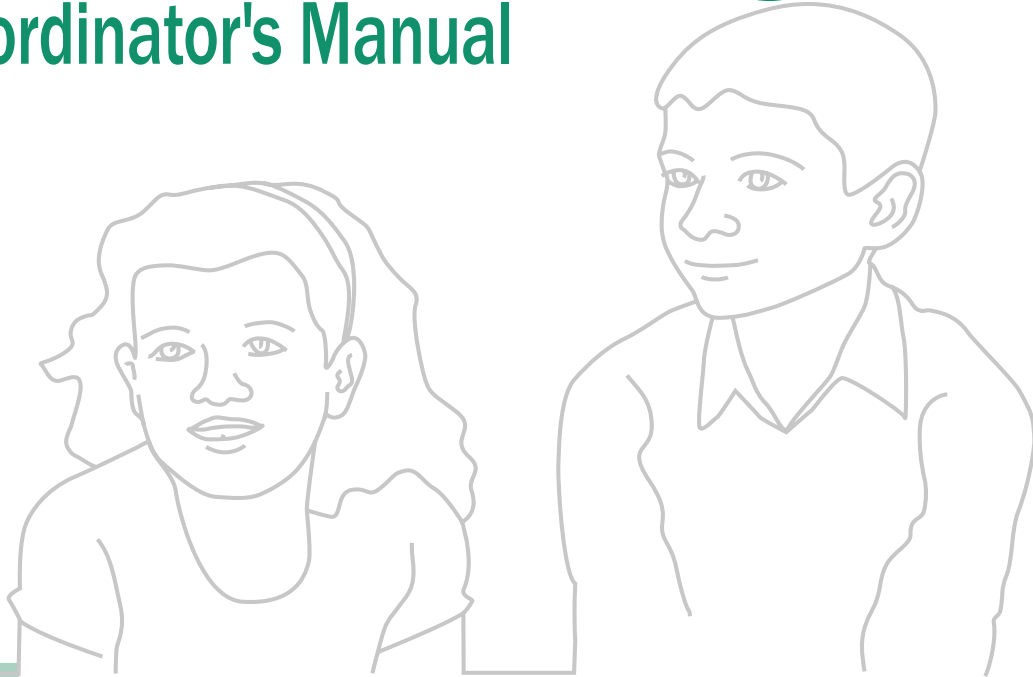


2012 - 2013

English Language Proficiency Assessment

ELPA Initial Screening

Test Coordinator's Manual



This Manual Includes:

- ELPA Initial Screening Ordering Instructions
- EL Identification Information
- Accommodations Information
- Security Information



Table of Contents

Introduction	4
Features of the ELPA Initial Screening Cycle	4
Assessment Accommodations	6
Assessment Timeline Rule	7
Student/Parent Refusal	7
Recently Arrived Students	7
Planning for Administration of the ELPA Initial Screening	7
Security	8
Administering the ELPA Initial Screening during the Spring ELPA Testing Window	8
Assessment Materials	9
Ordering Materials	9
Entering Scores	9
Demographic Page Information	10
Returning Materials	12
Appendix I: Security Compliance Form	14

Appendix II: Initial Screening Packaging Diagram	15
Appendix III: English Learner Identification Process	16

Introduction

It is federally required that upon enrollment into a Michigan public, charter, or private school, that students be screened for the purpose of identification of students in need of Limited English Proficient (LEP)/English Learner (EL) services. When a student enrolls in a Michigan school, the Home Language Survey (HLS) must be filled out by the parent/guardian. The HLS asks two questions:

- (1) Is the student's native tongue a language other than English, and
- (2) Is a language other than English spoken in the student's home environment?

If the answer to either question is yes, the student must be given the English Language Proficiency Assessment (ELPA) Initial Screening (Scores must also be entered into the BAA Secure Site), which is an assessment tool used to help determine whether students are eligible for LEP/EL services, and where to place them in instructional programs. The ELPA Initial Screening is not used to assess their year-to-year English proficiency progress, which is something that is instead measured using the annually administered Spring ELPA. When the results of the ELPA Initial Screening are paired with other district-decided variables and criteria, (e.g., other assessments, grades, observations, information provided by parent(s)/guardian(s) or former school(s), etc.), a district can then make eligibility and appropriate instructional placement decisions. No Child Left Behind Act of 2001 (NCLB) also requires parental notification regarding the student's English Language Proficiency Assessment results (screening and full assessment) and LEP/EL services the student will receive.

Note: If a student is assessed with the ELPA Initial Screening as part of the process of determining eligibility for LEP/EL services, the student's raw scores must be entered into the BAA Secure Site. It is strongly recommended that scores be entered by the Test Administrator or ELPA Coordinator. BAA is not responsible for entering scores. This provides documentation that the assessment was administered and provides the state with important information in the event that a site review is deemed necessary. It also provides the state with a more accurate accounting of the number of students assessed.

Students who are determined to be eligible for LEP/EL services must be designated as such in the Michigan Student Database System (MSDS), which is updated on a regular basis by district staff.

For more information on identification of ELs, please reference the English Learner Identification Process (see Appendix III) or by visiting www.michigan.gov/elpa.

Features of the ELPA Initial Screening

The goal of the ELPA Initial Screening is to measure the English language proficiency level of Michigan students who are being assessed to help determine eligibility for LEP/ELs services. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings.

Michigan's ELPA Initial Screening is a Michigan-developed assessment, created with the cooperation of local educators. Like the Spring ELPA, the ELPA Initial Screening is aligned with the Michigan English Language Proficiency Standards, which were approved by the State Board of Education in April 2004.

The assessment level of the ELPA Initial Screening to be administered is determined by the time of the year it is given, as well as the grade of the students being assessed. There are two main assessment cycles for the ELPA Initial Screening. The first test cycle (Cycle I) begins in August and continues through November, and covers topics and content learned during the previous year of instruction. Students entering Kindergarten are not expected to have learned the skills necessary to be tested on the Reading and Writing domains, so they are only assessed on the Listening and Speaking domains during this test cycle. The second test cycle (Cycle II)

begins in December and continues through August, and covers topics and content acquired during the current instructional year. A third cycle (Pre-K Cycle), spanning from April to August, is specifically geared toward Pre-Kindergarten students entering districts during Kindergarten round-up. This cycle also only requires students to be administered the Listening and Speaking domains.

All LEP/EL students must take the ELPA Initial Screening matched to their grade of enrollment.

For any Speaking domain, each student should be administered the assessment individually. All other ELPA domains can be administered either individually or in a group setting. The domains may be assessed in any order and are untimed.

Each test booklet contains four domains:

- ▲ Listening, with easy-to-administer multiple-choice questions (can be group administered);
- ▲ Reading, with easy-to-administer multiple-choice questions (can be group administered);
- ▲ Writing, a two-part domain containing multiple-choice and open-ended questions (can be group administered); and
- ▲ Speaking, a set of performance tasks that are scored by the assessment administrator or proctor at the time of administration (must be individually administered).

Complete descriptions of the content domains of the ELPA are available by accessing the Bureau of Assessment and Accountability (BAA) website at www.michigan.gov/elpa.

The tables that follow show the five grade spans assessed, the domains of the assessment, and the number of items for each domain. Note that each table has a column for each cycle because the ELPA Initial Screening given at that time is designed to match the content taught in EL programs during the previous year.

ELPA Screening Cycle I: August 15 – November 30	
For students of these grade levels:	Administer this Assessment Level:
K	I: Only Listening and Speaking
1 st	I
2 nd - 3 rd	II
4 th - 6 th	III
7 th - 9 th	IV
10 th - 12 th	V

ELPA Screening Cycle II: December 1 – August 14	
K	I
1 st - 2 nd	II
3 rd - 5 th	III
6 th - 8 th	IV
9 th - 12 th	V

ELPA Screening Pre-K Cycle: April 1– August 14	
Incoming Kindergartners*	I: Only Listening and Speaking

*Please note that this cycle is intended only for those students who are being enrolled as Kindergartners for the following fall.

Number of Items per Domain at each Assessment Level				
	Listening	Reading	Writing	Speaking
Level I	8	8	3	3
Level II	8	10	2	3
Level III	10	8	2	3
Level IV	9	10	2	3
Level V	10	10	2	3

Students will receive an overall proficiency score after completing the assessment, when scores have been entered into the Secure Site. Proficiency levels for the ELPA Initial Screening are slightly different from the Spring ELPA. These Initial Screening proficiency levels will aid districts in decisions on whether or not to enter a student into LEP/EL services.

For Cycle I, Levels II-V, and Level I for students in grade 1, students can score within the following proficiency levels: Basic, Intermediate, Proficient, and Advanced Proficient.

For Cycle II, all levels of the assessment, students can score within the following proficiency levels: Basic, Intermediate, Proficient, and Advanced Proficient.

Due to the limited number of items assessed for Cycle I, Level I grade K, as well in the Pre-Kindergarten Cycle, students are only able to attain the following proficiency levels: Basic, Intermediate, and Proficient.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. The BAA provides a complete list of ELPA standard and nonstandard accommodations available for download from the ELPA website at www.michigan.gov/elpa.

ELs are eligible for specific accommodations on all state assessments. It is recommended that those accommodations also be accommodations that are routinely used during instruction. It is also important to note that all accommodations decisions be made on a student-by-student basis and by section of the ELPA. For example, students may need one accommodation for the Listening section, but a different accommodation or none at all for the Reading, Speaking, and Writing sections.

There are a few other important factors to keep in mind when considering the use of assessment accommodations for the ELPA. First, students may only use accommodations if the accommodations are documented in their school records or a recommended EL Plan. For students with disabilities that means the accommodations must be documented in their Individualized Education Programs (IEPs) and for general education students the accommodations must be documented in their Section 504 Plans. If an EL does not have an IEP or a Section 504 Plan, they cannot use accommodations designated as "IEP" or "504" in the Assessment Accommodation Summary Table.

Second, all accommodation decisions must be made on a student-by-student basis and by domain of the ELPA because not all students testing in a group may need the same accommodation. For example, students may

need one accommodation for the Listening domain, but a different accommodation or none at all for the Reading, Speaking, and Writing domains.

Third, those involved in making accommodations decisions must understand the difference between standard and nonstandard assessment accommodations. A standard accommodation does not change the construct that the assessment is measuring and, therefore, results in a valid test score. A nonstandard accommodation, however, does change the construct of what the assessment is measuring and, thus, results in an invalid test score. In addition, the use of nonstandard accommodations results in the student being counted as NOT assessed for the calculation of No Child Left Behind participation rates at both the school and district level. In other words, students using a nonstandard accommodation will not count as being assessed when calculating participation rates and will be counted as “Not Proficient” when calculating school data for accountability and accreditation purposes.

Additional information on available accommodations can be found in the Assessment Accommodation Summary Table available at www.michigan.gov/elpa.

Assessment Timeline Rule

Per the Office of Civil Rights (OCR), the district must have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year or two weeks if enrolled during the school year (ESEA Sec. 3302 and Title VI of the Civil Rights Act of 1964 - OCR Guidelines). Because OCR does not differentiate between calendar and business days, MDE strongly recommends that students are assessed as soon as possible.

Student/Parent Refusal

All students answering “yes” to at least one question on the HLS must be administered the ELPA Initial Screening. There are no exceptions from this rule. Districts should do their due diligence and make all reasonable attempts to assess the student, keeping documentation of the most difficult situations. Parents who choose to refuse EL services after assessment may do so only in written form.

Recently Arrived Students

Many students who will take the ELPA Initial Screening may have very limited to no English skills at all. These students must be assessed with administrators using their best judgment on when testing may end. For the ELPA Initial Screening, it is not required that students answer all questions.

Many districts opt to have translators in attendance during screening to help translate directions for students. Keep in mind that because this is a test of the English Language, test items must not be translated.

Planning for Administration of the ELPA Initial Screening

All persons in charge of administering the ELPA Initial Screening should be familiar with the information in this manual. The roles and responsibilities for staff in administering assessments are included in the Assessment Integrity Guide for Professional Assessment and Accountability Practices for Educators. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at www.michigan.gov/elpa.

District personnel unfamiliar with administering the ELPA Initial Screening or the annual Spring ELPA should review the ELPA Speaking Scoring DVD which can be ordered through the BAA. This DVD will help guide test administrators through the process of scoring students' oral responses for the Speaking domain of the assessments. Contact baa@michigan.gov to order a DVD. Further ELPA informational videos can be found at www.mistream.net. Current ELPA information can be also be found at www.michigan.gov/elpa.

Assessment Administrators can be the student's teacher or another person designated by the school or district. Paraprofessionals may assist with administration duties before and after the assessment, but as Assessment Proctors they must be trained and must proctor in a room with a certified professional staff member. Depending on the number of students in each room, Proctors may also be assigned to assist during assessment administration.

Security

The ELPA Initial Screening is a secure assessment. Teachers and administrators must carefully safeguard all assessment materials. See below for specific policies that relate to the security of the ELPA Initial Screening.

A sample of the ELPA Security Compliance Form is included in this manual (See Appendix II). This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, Assessment Administrator, assessment proctor, or accommodations provider who is involved in administering the ELPA Initial Screening. ELPA Security Compliance Forms should be retained by the school, and kept in a secure location. They must be treated as a secure record that could be requested by BAA staff in the future.

1. ELPA Initial Screening booklets and answer documents are secure materials that must be carefully monitored.
2. ELPA Initial Screening booklets and answer documents are secure documents and may not be copied.
3. ELPA Initial Screening booklets must be kept in locked storage both before and after the assessment.
 - a. **Used** ELPA Initial Screening Materials that have been marked in any way must be returned to BAA. Return shipping labels may be ordered through the BAA Secure Site (www.michigan.gov/baa-secure).
 - b. **Unused** ELPA Initial Screening Materials may be returned to BAA, or, if the building or district has space in a secure location, the district may opt to store these unused materials for future use.
4. No person, other than students to be assessed, shall be allowed to review or take the assessment.

Administering the ELPA Initial Screening during the Spring ELPA Testing Window

If a student enrolls in a school/district during the Spring ELPA Testing Window, the student must first be given the HLS, just as any new student must, regardless of when in the school year he/she enrolls. If the student answers "yes" to at least one question on the HLS, the student must be administered the ELPA Initial Screening. Then, dependent on the proficiency level (basic or intermediate, and in some cases proficient but in combination with other information/data indicating otherwise for the student) on the ELPA Initial Screening, the student will also be required to take the summative Spring ELPA.

Assessment Materials

The following materials will be provided for the administration of the ELPA Initial Screening. (Please do not write in or on any of the nonscorable booklets. (e.g., Test Administrator Manual, Speaking booklet and Levels III-V Test booklets.):

- ▲ **ELPA Initial Screening Test Administrators Manual** – This manual is published by assessment grade span: Level I, II, III, IV and V. The actual directions for administering and scoring the ELPA Initial Screening are contained in one booklet.
- ▲ **Audio CD** – This optional CD includes pre-recorded directions and passages to administer the Listening domain to all students. The CD also includes one Speaking item, a Story Retell item. A CD is available for all ELPA Initial Screening levels.
- ▲ **Student Test Booklets** – Each student receives a Student Test Booklet at all levels. Students using Level I and II will mark their responses directly into their test booklet. The test booklets for students at assessment levels III, IV and V are reusable and contain four domains: Listening, Reading, Writing, and Speaking. All assessment booklets are available in regular and enlarged print. Please contact BAA for ordering information.
- ▲ **Speaking Test Booklets** – Each student at Level I and II receives a Speaking Test Booklet. The Speaking Test Booklet is reusable for the Level I and II students. It allows students to view the Speaking prompts during the administration of the Speaking domain.
- ▲ **Answer Documents** – Students at Levels I and II mark their answers directly in their Student Test Booklets. Students at Levels III, IV and V receive an answer document on which to record their answers.

Ordering Materials

Materials for the ELPA Initial Screening can be ordered from the BAA Secure Site (www.michigan.gov/baa-secure). Please only order materials for your immediate needs. Once student scores have been entered into the Secure Site, bar code labels can be generated. Printed labels can only be generated for students with a UIC. Additional materials can always be ordered through the Secure Site. If you need help placing an order, please contact BAA at 1-877-560-8378, option 7.

Please also note that districts must enter all students' Initial Screening Scores in the Secure Site. In order to do so students must first have a UIC.

Entering Scores

All students who take the ELPA Initial Screening, regardless of entry into EL/Title III Services, must have their scores entered into the BAA Secure Site. It is strongly recommended that scores be entered by the Test Administrator or ELPA Coordinator. BAA is not responsible for entering scores. Information for entering scores can be found at <https://baa.state.mi.us/secure/>.

For questions regarding the BAA Secure Site, please contact our office by sending an email to baa@michigan.gov.

Demographic Page Information

For assessment Levels I and II, the students mark their answers directly in the Test Booklets, which will be used for scoring. A box is provided at the end of each domain for recording the total raw score. These scores will then be entered into the Secure Site.

For assessment levels III, IV and V, students mark their answers in a separate answer document that corresponds to the reusable Test Booklet for that level's grade span. As with levels I and II, the scores will later be entered into the Secure Site.

The following information needs to be completed on the demographic page of each student's test booklet or answer document.

Box 1: Neatly print the name of the district, school, and teacher for this student.

Box 2: Neatly print the last name of the student in capital letters, with one letter per space.

Box 3: Neatly print the first name of the student in capital letters, with one letter per space.

Box 4: Insert the student's middle initial, if any, using a capital letter.

Box 5: Fill in the month, day, and year of the student's date of birth.

Box 6: Native Language – Fill in the single-digit numeric code for the student's native language and darken the appropriate bubble. The abbreviations that appear on the form are explained below:

0	Span. = Spanish
1	Arab. = Arabic
2	Chal. = Chaldean
3	Alba. = Albanian
4	Hmo. = Hmong
5	Ben. = Bengali
6	Chin. = Chinese
7	Japn. = Japanese
8	Viet. = Vietnamese
9	S-C. = Serbo-Croatian
10	Other = Other language

Box 7: Class/Group Number – This optional information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your ELPA District/Building Coordinator for your 4-digit class/group number.

Box 8: Research I and II Fields – These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to

receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in an attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.

The following information may be helpful in developing codes for use of these research fields:

a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer document (one response in the Research I column and one response in the Research II column).

b. Coding information must be provided to ELPA Building Coordinators and Assessment Administrators if students are to code their own answer documents.

c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Box 9: Report Codes – Fill in the circle for any of the following that apply to the student:

a. **Home-Schooled** – If an assessed student is home schooled, fill in the “Home-Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled are not required to take the ELPA but may test during the district’s assessment window.

Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

b. **Formerly LEP** – A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school district. This designation must be used to track student achievement for a minimum of 2 years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

c. **Homeless** – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in a car, park, abandoned building, bus or train station, airport, or camping ground; operated shelter, hotels, motels, congregate shelters, and transitional housing; a family who will imminently lose their housing, including housing they own, rent, or live in without paying rent, or who are sharing housing with other families because of economic hardships.

d. **Prohibited Behavior** – This bubble is to be used to identify students who engage in a prohibited behavior. Such behaviors are outlined in the Assessment Integrity Guide for Professional Assessment and Accountability Practices for Educators. This document is available at www.michigan.gov/elpa.

The Prohibited Behavior bubbles is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices that are prohibited.

e. Interrupted Schooling* – This bubble is to be used for a student who has missed one or more consecutive years of schooling after kindergarten. An example is a student who attended 1st and 2nd grade in another country and, due to family relocation, was unable to attend any part of 3rd grade.

If you receive a demographic page with bubble E listing 'Behavior,' please note that the correct wording should be 'Interrupted Schooling', and that marking this bubble will still flag the student with the correct code.

Box 10: Accommodations – This section of the “School Use Only” are on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table found at www.michigan.gov/elpa.

Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation(s) being considered and note restrictions for nonstandard accommodations. Mark all that apply.

Box 11: Assessment Date – Fill in the date on which the administration of the ELPA Initial Screening occurred.

Box 12: Date Enrolled in U.S. Schools – Fill in the date the student was first enrolled in a school in the United States. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.

Box 13: Raw Scores – Enter the student's Raw Scores, or total number of items correct, for each domain.

Returning ELPA Initial Screening Materials

ELPA Building Coordinators are responsible for ensuring that the completed assessment booklets and answer documents are organized for the building and returned, along with other used and unused assessment materials. ELPA Building Coordinators are then responsible for organizing the school materials into shipping boxes, and returning them as one shipment for the entire school. In smaller districts, it may be possible for ELPA District Coordinators to complete all of the return tasks described below.

Organizing Completed Test Booklets (Level I and II) and/or Answer Documents (Level III-V) for the building

A. For Levels I and II, separate the secure materials (that is, those that contain test items) into two piles. Place the student assessment test booklets (which are scorable) in one pile and in another pile, place the nonscorable Test Administrator Manual (TAM) and Speaking booklets.

B. For Levels III, IV, and V, separate the secure materials into two piles—one for the student answer documents (which are scorable) and another for the student assessment booklets and TAM manuals (which are nonscorable).

Stacking the Booklets and/or Answer Documents for the building (See Appendix I)

- A. Pack all nonscorable materials
 - Unused assessment booklets for Assessment Levels I and II;
 - Unused speaking booklets for Assessment Levels I and II;
 - Unused answer documents for Assessment Levels III, IV, and V;
 - Unused assessment booklets for Assessment Levels III, IV, and V;
 - Test Administrator Manuals (TAMs);
 - Large print booklets;
 - CDs
- B. Pack all scorable materials.
 - Used Levels I - II Test Booklets
 - Used Levels III - V Answer Documents

Return labels may be ordered from the BAA Secure Site (www.michigan.gov/baa-secure).



OSA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the *Assessment Integrity Guide* as published by the Office of Standards and Assessment (OSA) of the Michigan Department of Education (MDE); and

I have read the sections applicable to assessment security, preparation, and administration; and

I have read the section regarding the duties and responsibilities of my role in the assessment process ; and

I have followed the practices found in the current assessment manual(s) as they relate to my role.

Date: _____

Signature: _____

Printed Name: _____

Note: Electronic copies of the *Assessment Integrity Guide* and assessment administrator manuals are available at <http://www.michiga.gov/baa>. For further information, contact the Michigan Department of Education, Office of Standards and Assessment (OSA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free (877) 560-8378, or e-mail baa@michigan.gov.

1. Assessment Programs *Mark ALL that apply*

☐ MEAP ☐ MEAP-Access ☐ MI-Access ☐ MME ☐ ELPA

2. Assessment Roles *Mark ALL that apply*

<input type="radio"/> District Coordinator	<input type="radio"/> Proctor	<input type="radio"/> Item Writer
<input type="radio"/> School Coordinator, Test Supervisor, or Back-Up Test Supervisor	<input type="radio"/> School Administrator	<input type="radio"/> Context Writer
<input type="radio"/> Accommodations Provider or Test Accommodations Coordinator	<input type="radio"/> District Administrator	<input type="radio"/> Expert Reviewer
<input type="radio"/> Assessment Administrator or Room Supervisor	<input type="radio"/> Committee Member	<input type="radio"/> Other

3. Educational Entity

PLEASE PRINT—Use full names.

School Name: _____ **School Code:** _____

District Name: _____ **District Code:** _____

Directions

TO COMPLETE:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Mark all corresponding bubble(s) next to your role(s) for the current assessment administration process (for example, District Coordinator, School Coordinator, etc).
3. In the area under **Educational Entity**, district coordinators print district name **only**. All others print **both** district name and **school** name on the lines provided. If known, please provide school and district codes.

IMPORTANT:

Districts must keep all completed Security Compliance Forms on file at their district for a period of one year following the assessment window. Do NOT return completed forms to the testing contractor.



2-A-00-3H

Appendix II: ELPA Initial Screening Material Return



ELPA Initial Screening Material Returns Nonscorable/Scorable Materials

Step 1

Pack *Nonscorable Materials

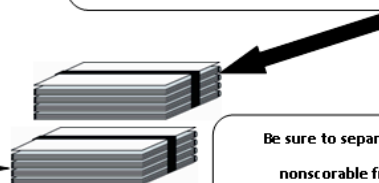
- Levels I - V Test Administration Manuals
- Levels I - II Speaking Booklets
- Unused Levels I - V Test Booklets
- Unused Levels III - V Answer Documents
- Large Print Booklets
- CDs



Step 2

Pack Scorable Materials

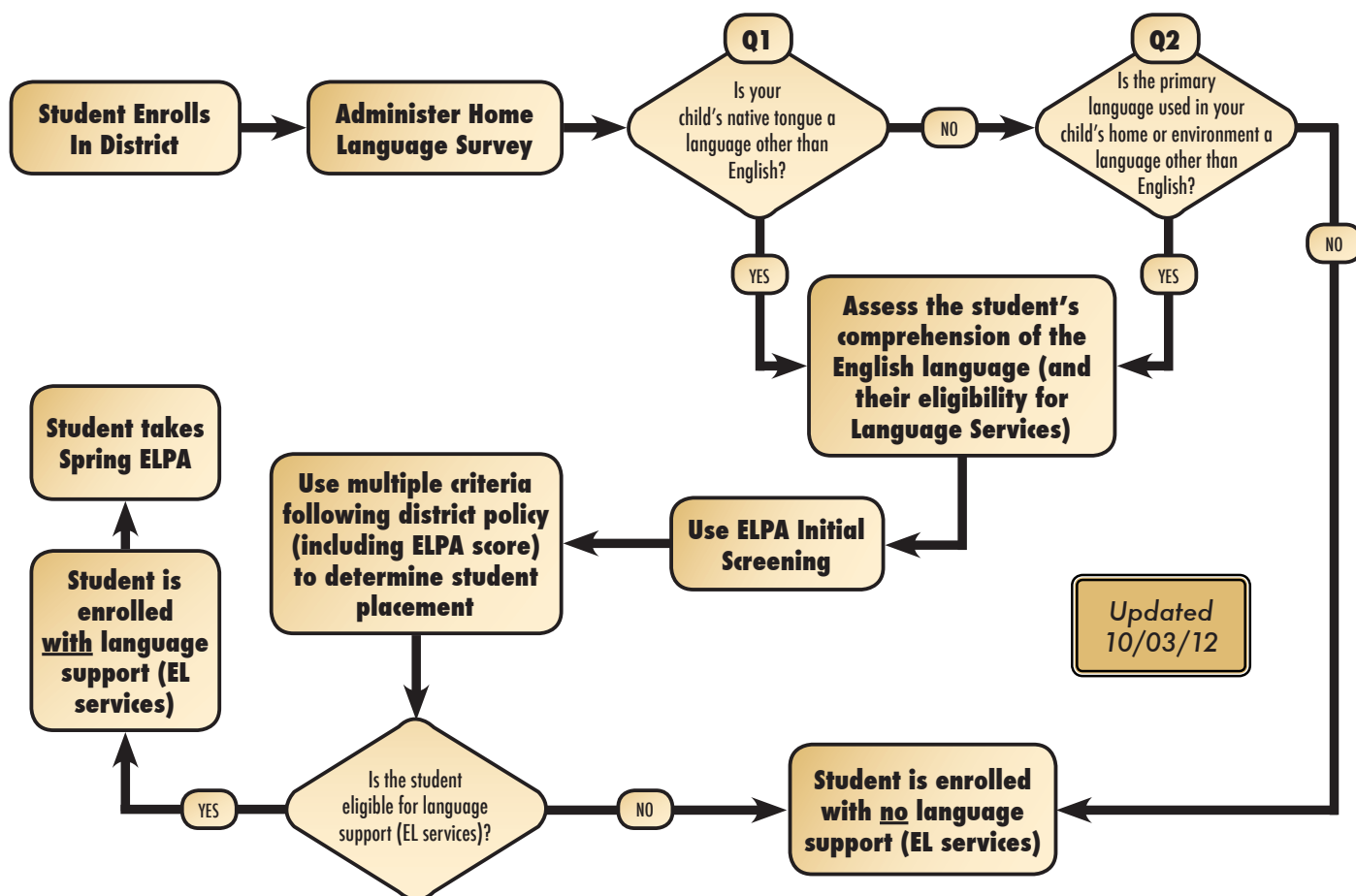
- Used Levels I - II Test Booklets
- Used Levels III - V Answer Documents



Be sure to separate all
nonscorable from
scorable materials..

- ***Unused** ELPA Initial Screening Materials may be returned to BAA, or, if the building or district has space in a secure location, the district may opt to store these unused materials for future use.
- **Used** ELPA Initial Screening Materials that have been marked in any way must be returned to BAA. Return shipping labels may be ordered through the BAA Secure Site (www.michigan.gov/baa-secure).
- **All Security Compliance Forms** should be retained by the school, and kept in a secure location. They must be treated as a secure record that could be requested by BAA staff in the future.
- **Student Record Sheets** should be retained by the school, and kept in a secure location or in the student's file.
- **Questions? Need help placing an order?** Contact BAA at 1-877-560-8378, option 7 or via email at, baa@michigan.gov.

EL Policy/Identification Process Flowchart



ELPA Initial Screening Contact:

For more information about placing an order or any questions about the procedures, contact:

Cristina Rodriguez

Phone: (517) 373-7559 Fax: (517) 355-1186

Email: rodriguezcr@michigan.gov

ELPA Contact Information:

ELPA Office – For more information about ELPA Administration procedures, content, scheduling, and information about students with disabilities and appropriate assessments or accommodations:
 Phone: (877) 560-8378, option 7 Fax: (517) 335-1186
 Website: www.michigan.gov/elpa